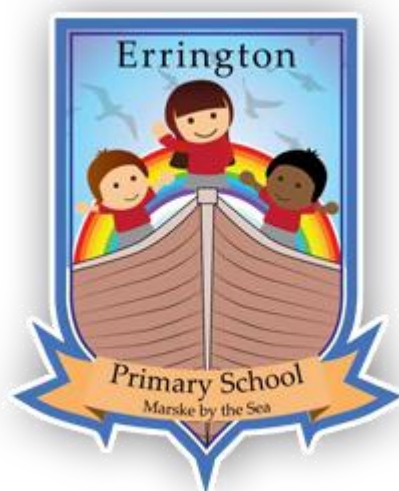


ERRINGTON PRIMARY SCHOOL BEHAVIOUR POLICY



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The overriding aim of Errington Primary School is that:

'Every child and young person should leave our care able to live healthily, enjoying safe, happy and fulfilling lives, and with a desire to continue learning, expand their horizons and realise their ambitions and aspirations.'

To achieve this, we think that we offer provision to all that ensures:

"Every child's potential for intellectual, aesthetic, creative, physical, moral, spiritual and social development is enhanced by the quality of experience offered by our school."

The achievement of this aim is dependent upon the highest standards of expectation of good behaviour from everyone in each of our schools, including all members of staff, pupils, and their parents.

Our expectations and this Policy apply equally to all School based activity, residential, visits and extended School events.

TO CREATE AND MAINTAIN GOOD BEHAVIOUR WE AIM TO:

- Create a positive atmosphere based on a sense of belonging to a community which has shared beliefs.
- Adopt a positive approach towards behaviour that is underpinned by pupils' self-discipline and based on praise and reward.
- Develop close co-operation of our parents in upholding our expectations of behaviour of their children.
- Provide a learning environment in which self-discipline and honesty are acceptable norms.
- Maintain consistency in that we, as a staff, understand the necessity for mutual support and uniformity of approach.
- Be fair in managing behaviour without prejudice and by ensuring that discipline is perceived to be fair by the children and their parents.
- Adopt and maintain effective classroom management strategies through staff discussion, teamwork, and by providing relevant INSET as required.
- Divert the children from undesirable behaviours by providing them with challenge and excitement through a quality curriculum, which requires sustained application.
- Provide the children with good models of adult behaviour by co-operating with, and supporting, each other and by fostering an atmosphere of courtesy and consideration.
- Foster good relationships with children by ensuring that our care of children is based on kindness, respect, and an understanding of their individual needs.
- Involve children in determining their own behaviour through education, developing mutually agreed school rules and by making explicit our school's code of conduct.

Our school *Behaviour Overview* summarises our behaviour policy (see Appendix I).

EQUALITY

Errington Primary School is committed to taking positive action that will open up the curriculum and its associated activities, services, and opportunities to everyone, ensure that difference and diversity is embraced, and that people are always treated fairly and with respect.

Promoting equality means treating people fairly, valuing differences and removing the barriers that prevent people from fully participating in school life and realising their full potential. Over recent years, we have worked extremely hard to reduce inequality. Yet we know that people still experience disadvantage and unfair treatment simply because of who they are or the background they come from.

Therefore, Errington Primary School is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community. We will ensure that no individuals or groups are treated less favourably in any procedures, practices, or aspects of service delivery. We will not tolerate harassment of individuals or groups of people.

Our policy on equality can be found here:

<https://www.erringtonprimary.co.uk/key-info/equality/>

OUR SCHOOLS ETHOS/MOTTO

At Errington Primary, enabling our children to get the best out of their learning every day at school is key. The children and staff team have helped to create a school motto that is short and simple for all adults and children to follow and will act as a clear guide for school life. This is used to ensure high standards of behaviour, both inside and outside the classroom, and promote positive behaviour around school. We want our pupils to be **KIND** to each other, to be **READY** to learn and to be **CURIOUS** about the world around them.

We aim to promote positive attitudes and encourage high standards of behaviour through these **three** school rules:

- **Be Kind**
- **Be Ready**
- **Be Curious**

Our expectations for good behaviour are to be stated on displays around school and through referral to it by the staff in behavioural education aspects of the curriculum. See link to whole child curriculum - <https://www.erringtonprimary.co.uk/wp-content/uploads/2022/02/The-whole-child-curriculum.pdf>

Each class has the freedom to determine its own mutually agreed set of rights and responsibilities at the beginning of each academic year. This may, for example, be summarised into 'Golden Rules' or a 'Class Charter' as a response to identified needs. This provides the children with ownership of their class code and a responsibility to maintain it.

The maintenance of good behaviour within the classroom is the responsibility of the class teacher and support staff working within the classroom. Staff members are expected to deal with all minor behavioural incidents according to our stated aims.

Staff should seek the support of their team, when necessary, as an effective strategy for dealing with behavioural problems and as a means of giving special praise where it is due. Senior staff and the Head teacher should be informed of any serious breaches of our behaviour standard. This will be done verbally in the first instance then using the CPOMS system to record all behavioural and safeguarding issues and provides a chronology. This system also enables the Headteacher and SLT (Senior Leadership Team) to monitor different types of behavioural issues and produce facilitate actions which the Headteacher presents to governors in termly meetings.

The Head teacher keeps a record of serious behavioural problems and may invite the parents of the children involved to discuss problems.

Supervisory Assistants for the lunchtime period are made aware of the procedures to follow for any misbehaviour and are provided with advice on strategies to adopt to encourage positive behaviours and discourage negative behaviours (**See Appendix III – Lunchtime Behaviour Flow Chart**). The Head teacher and SLT will provide them with a termly update as required, in response to emerging issues.

At Errington Primary we have a Handbook for all helpers and visitors in school in which our school organisation and expectations are outlined.

As a means of instilling a sense of responsibility, teachers may provide children with classroom responsibilities, such as being table monitors. In upper Key Stage 2, for example, children may be given "special" responsibilities and duties such as corridor monitors or playleaders.

Errington has a Friday "Celebration" assembly as a means of recognising individual achievements, team achievements and as an opportunity to reinforce positive behaviour.

Errington offers a wide range of extra-curricular activities to provide further opportunities for challenge, raising self-esteem, responsibility, and the encouragement of positive behavioural traits.

Errington Primary School believes that the effective management and organisation of the school day provides the children with a secure routine to adhere to which in turn minimises the opportunities for misbehaviours.

LEADERSHIP AND MANAGEMENT

The Headteacher has the overall responsibility of the implementation of this behaviour policy on a day to day basis.

Within this implementation, the following leadership structures are used: SLT - to act in conjunction with the headteacher to determine how this policy is acted upon. Each scenario will be acted upon in line with this policy proportionally.

This includes a member of the SLT managing the lunchtime supervisors, ensuring that this policy is implemented consistently in the absence of the Headteacher.

Class teachers to carry out the actions of the policy.

Designated safeguarding team – acting upon this policy within the remits of all safeguarding policies including Keeping children safe in education 2023 and the school’s Child protection policies – Appendix VII

There is a designated leadership role for mental health and well-being which supports the implementation of this policy.

STAFF INDUCTION/DEVELOPMENT AND SUPPORT.

All staff follow the induction policy within school which includes implementation of this policy.

In light of this policy specific training includes:

PD days, staff meetings in response to ongoing need.

Implementation advice from specialist services – SEND, LA including the internal support and training from the mental health and well-being practitioner.

Induction of any staff will be inline with initial teacher training core content framework, early careers framework and national professional qualifications as appropriate.

LUNCHTIME BEHAVIOUR

Our play leaders work in co-operation with the staff team and Headteacher in upholding our expectations of good behaviour throughout the lunchtime period and ensure an informative dialogue is maintained. The Supervisory Assistants should have a Handbook of Information, which details our expectations of behaviour and provides practical guidance on strategies to be employed to minimise undesirable or disruptive behaviours. Play leaders should receive training on a regular basis and have a termly meeting with a member of the teaching staff who is responsible for the Play leaders (Allan Fishpool).

Supervisors should be organised so that there is always adequate supervision. Supervisors will place themselves in strategic positions so that the whole of the playing area is fully observed and supervised. Supervisors are not to stand close together.

Supervisors will ensure that children walk quietly and calmly to the dining hall and that they line-up in an orderly fashion while waiting to be served their meal.

Supervisors will remind children of table manners to be observed in the dining room, such as using a knife and fork for all meals, not leaving the table until eating has finished, speaking in appropriate voices, walking in the dining room, eating food in an acceptable manner, drinking from a beaker, or using a straw and leaving a cleared space at the end of their meal. Children must not move from one table to another while having their lunch.

In the playground and walking into the dining room, all children are expected to conduct themselves appropriately and with respect for themselves and others. Children not meeting acceptable standards will be reminded of their responsibility. A reminder with the warning of a sanction will then be given if a child persists in the misbehaviour. If he or she continues in an unacceptable mode, then the sanction will be imposed. Normally a sanction will only be imposed following a warning. Supervisors will be firm and fair and will avoid raising their voices to a child. Sanctions will be appropriate to the misdemeanour and to the age of the child. This may consist of holding a supervisor's hand for a limited period (this may not be appropriate for some children) or withdrawal from the group. Children will never be left unsupervised. More serious misbehaviours, which cannot be dealt with by a supervisor, will be reported to the SLT or the Head teacher who will assist. **(See Appendix III – Lunchtime Behaviour Flow Chart).**

Teaching Staff will be informed, at the end of a lunch break of any child who has had a troubled lunch break but where the Supervisor has not needed the intervention of SLT.

Supervisors are entitled to the same respect as any other Staff member and must, therefore, be addressed by the children in a polite manner. Disrespect towards adults is unacceptable and must be reported to SLT. Active involvement with the children, organising games and activities on the playground or in the classroom on wet days, talking with the children and playing with them, anticipating misbehaviours, and preventing them will all lead to happier lunch breaks for everyone.

We have a nurture lunch time provision, where children who are unable to cope with the noise or business of the lunch time are invited to go to a quieter lunchtime space within the STEAM room. Teachers invite children to go here on a daily basis and are permitted to take a friend with them. The space is calm and restorative and allows children to regulate before they return to the classroom space after lunch.

SANCTIONS

Where pupils display serious aggressive and/or threatening behaviour, or illegal activity is discovered, the school will not hesitate to take appropriate action.

The child may be asked to write a letter of apology as a means of recompense for their behaviour.

Teachers have the freedom to impose sanctions as they see fit depending on the behaviour, and age, of the pupil:

- In the first instance, the teacher will use redirection to support the child in modifying their behaviour
- If the pupil does not stop immediately, the teacher will give a reminder.
- If the pupil continues to not follow school rules, the teacher will give a warning, advising that if they continue, they will need to complete time out in the classroom.
- If the pupil continues the behaviour following the final warning, time out will be completed within the classroom.
- Time out in another classroom or involvement of SLT will take place if behaviour escalates.
- Sanctions will be dependent on the seriousness of the misdemeanor.
- If a pupil is sent to another classroom or receives another sanction, the teacher will record this on CPOMS under the appropriate behaviour category.
- Persistent poor behaviour may lead to an in-school internal exclusion or a fixed term exclusion.

See Appendix II – *Errington Behaviour Pathway Script* for details.

The class teacher will contact parents/ carers or other specific services/looked after children (CIC) if a pupil has had a challenging day or there have been physical or other serious behaviour incidents.

If a pupil misbehaves on the playground, the same process will be followed and the pupil will be asked to stay with the adult on duty or sent inside to spend the rest of their playtime/lunchtime indoors, after reaching the 'time out' stage within the behaviour system. Any pupils that are sent indoors will be always supervised by an adult.

We may ask children to repeat work if the work produced is unacceptable following disruptive classroom behaviour.

'Time out' packs containing work to complete are prepared by class teachers if children are required to work in another class for a period of time.

Children could be excluded from school clubs for more serious transgressions for a period agreed by the class teacher and club leader.

We recognise that at primary level, pupils may not understand why their behaviour is inappropriate, and therefore, it may be unintentional.

Teachers will use their judgement when issuing sanctions, considering whether they believe the pupil's behaviour was intentional, especially if it is the first time the pupil has displayed this behaviour. **Staff will always consider the needs of all children including those with additional needs such as SEND/EAL and will make reasonable adjustments in line with this policy and related policies including SEND i.e. seating plans, movement breaks, sensory diets.**

At all times, teachers will discuss the behaviour with the pupil to ensure the pupil understands why it is inappropriate and to prevent any reoccurring behaviour.

Pupil will complete reflection sheets to allow them to reflect on their behaviour, why it happened, how it affected others and how they could have responded differently. There are specific reflection sheets for KS1 and KS2 pupils. **(See Appendix IV & Appendix V)**

The school does not take serious unacceptable behaviour lightly. We will not hesitate to act in the best interest of the pupils within the school.

Following an allegation of serious unacceptable behaviour, the pupil will be placed in isolation in another classroom with a member of the SLT whilst an investigation by the headteacher takes place.

If, following an investigation, the allegation is found to be true, the headteacher will issue the appropriate disciplinary action.

PUPIL TRANSITIONS

The school has systems which support transition in the following ways:

- End of year handover
- Enhanced transition for Year 6 to 7 as required.
- Reinduction into behavioural systems rules and routines as required i.e. for suspension – see suspensions policy.
- As a child is beginning their school experience, induction routines include expectations about behaviour as outlined in this policy.
- School contract for children, teachers and parents on induction into school and is given out in their welcome pack.

EXCLUSIONS

Please see separate exclusion policy – we follow the DFE guidance <https://www.gov.uk/government/publications/school-exclusion>

PUPIL ITEMS BANNED FROM TRUST PREMISES

Fire lighting equipment:

- Matches, lighters, etc.

Drugs and smoking equipment:

- Cigarettes
- Tobacco
- Cigarette papers
- Vapes
- Alcohol
- Solvents
- Any form of illegal drugs
- Any other drugs, except medicines covered by the prescribed medicines procedure

Weapons and other dangerous implements or substances:

- Knives
- Razors
- Catapults
- Guns (including replicas and BB guns)
- Laser pens
- Knuckle dusters and studded arm bands
- Whips or similar items
- Pepper sprays and gas canisters
- Fireworks
- Dangerous chemicals

Other items:

- Liquid correction fluid
- Chewing gum
- Caffeinated energy drinks
- Offensive materials (i.e., pornographic, homophobic, racist, etc.)
- Aerosols including deodorant and hair spray
- Mobile phones, Smart watches, unless handed to staff and stored away from pupils – we allow smart watches in school as long as they are switched to school mode.
- Any other toys which are deemed hazardous.

SEARCHING

Staff members may use common law to search pupils, with their consent, for any item, including their pockets, backpacks and classroom trays.

Under part 2, section 2 of the Education Act 2011, teachers are authorised by the headteacher to search for any prohibited item including, but not limited to, tobacco and cigarette papers, illegal drugs, and alcohol, without the consent of the pupil, provided that they have reasonable grounds for suspecting that the pupil is in possession of a prohibited item.

Searches will be conducted by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots, and coats.

A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

Staff members may use reasonable force, given the circumstances, when conducting a search for alcohol, illegal drugs, or tobacco products.

Any staff member, except for security staff, may refuse to conduct a search.

Following a search, the headteacher will contact the parents/carers to advise them of the procedures which were undertaken.

Use of reasonable force – we follow the DFE guidelines with regards to using reasonable force - <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

CONFISCATION

A staff member carrying out a search can confiscate anything they have reasonable grounds to suspect is a prohibited item.

If the pupil has possession of illegal items, the police will be called for the removal of the item(s).

Parents/carers will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs, or tobacco), from the school office.

OUTSIDE SCHOOL AND THE WIDER COMMUNITY

Pupils at the school must agree to represent the school in a positive manner.

There is no corporal punishment at Errington Primary school.

In dealing with misbehaviour, staff will never resort to any form of physical reprimand or negative verbal rebukes including the use of sarcasm, “bullying a child,” or actions which would lead to undue emotional upset.

LEVELS OF ACCEPTABILITY

The Head teacher may contact the Police, Social Care or other statutory agency as required in dealing with any behaviour in school that is of a professional concern.

BULLYING

“There is no such thing as acceptable bullying. Children have a right to expect that they will not be bullied at school and schools should seek to provide a safe, caring, protective environment for children” (‘Bullying in Schools – A Positive Approach’).

Data suggests that bullying is not generally an issue in our school, but we are aware of it and its many forms and consequences, and our circle time and assemblies regularly focuses on the need to show respect and consideration to others, particularly through assemblies.

It is our intention to prevent bullying by vigilance and awareness.

We are watchful, and observe the social relationships between our pupils, so that we know what is happening in our school.

Bullying incidents are always investigated and acted upon in a sensitive, thorough way. Incidences of bullying that are regarded as serious will warrant the involvement of parents. Child on child abuse policy runs alongside the school’s child protection policy to ensure all pupils are kept safe at all times.

School will always consider where the misbehaviour may give cause to suspect that the pupil may be suffering or is likely to suffer harm – in this circumstance all child are trained yearly in KSCIE Part one and staff will follow the school’s child protection policy. Staff are trained in passing these concerns to the designated safeguarding lead or DDSL.

Errington Primary School has an Antbullying Policy to support its management of these issues when they occur. Our anti-bullying policy can be found here:

<https://www.erringtonprimary.co.uk/wp-content/uploads/2023/12/Anti-bullying-policy-1.pdf>

ATTITUDES TOWARDS ADULTS

We expect a high standard of behaviour from our pupils in terms of the respect they show to all adults in school. This includes all common courtesies such as opening doors for others, not interrupting and exercising good manners.

We do not accept discourteous behaviour, such as answering back or raising a voice to an adult. These expectations are constantly reinforced at classroom level and in assemblies.

UNACCEPTABLE LANGUAGE

We set a good example as teachers by choosing very carefully the terms we use to address children and strive to avoid any form of colloquial slang in our classroom speech. The use of unacceptable language by children is not tolerated.

We ask pupils to be vigilant in reporting its usage to staff.

As with all aspects of behavioural management in school we are aware that there may be a conflict of dual standards when those of the home do not meet our expectations in school. It is essential, therefore, that we communicate our aims to our parents.

GOOD MANNERS

The values and standards of the home are brought into school, and these are by no means universally equal. If our expectations are different from those of our parents, then our task is harder, and indeed so is the learning process for the children.

We expect the children to say “please,” “thank you,” “excuse me” and we will reinforce their usage at every opportunity.

NOISE

The level of acceptable noise in a classroom is dependent upon the type of activity the children are engaged in at the time. There will be times when the children are expected to be silent, whereas on other occasions a “working hum” would be appropriate.

Children are always expected to move around school in a quiet, orderly fashion and are required to be silent in assembly unless they are asked to contribute. As teachers, we are alert to the level of noise in our classrooms which will be relevant to the task in hand.

RESPECT FOR THE PROPERTY OF OTHERS

We do not tolerate stealing or any infringement of others’ property. When such incidents occur, they are dealt with swiftly, positively, and sensitively in terms of the accused, as it is our policy to investigate every situation thoroughly, and not respond to emotive accusation.

SPECIAL EDUCATIONAL NEEDS

A child may be deemed to have a special educational need on the grounds of behaviour. Where this arises, staff will comply with the Code of Practice and liaise with the school’s SENCO (Special Educational Needs Coordinators) to determine the appropriate course of action required. Parents will be involved in the dialogue regarding their child. The involvement of outside agencies, such as the Behaviour for Learning or Educational Psychologist Service will be sought as necessary and with parental permission. Children who have any form of special educational need will be treated without prejudice.

HEALTH AND SAFETY

The physical environment each school has a direct effect on pupils’ behaviour. Our classrooms are bright and inviting, and the building is maintained to the high standards. Our Health and Safety Coordinator and Governing Body make regular checks on the standards of Health and Safety throughout the school building and the surrounding grounds. We recognise the importance of the outside environment and make every attempt to improve the school’s recreational facilities.

Our Corporate Health and Safety Policy recognises the need for careful supervision of pupils by duty staff at all times during the school day. The use of a variety of playground equipment is encouraged to divert children away from aggressive play and to encourage good sportsmanship, co-operation, and responsibility. These privileges can also act as sanctions when required.

UNIFORM

Please see our uniform policy here:

OFF SITE PROVIDER

The school will ensure that the off-site provider works alongside the base school to ensure that behaviour expectations are understood.

SYSTEMS AND MONITORING

Monitoring the behaviour of the children in our school is the responsibility of all that work within it.

Each teacher is responsible for monitoring the behaviour of their class and of all children in and around school and will act immediately if undesirable behaviour is witnessed.

Lunchtime Supervisory assistants are responsible for monitoring the behaviour of pupils in their care over the lunchtime period and for maintaining an informative dialogue with staff.

In line with our co-operative approach to managing behaviour with parents, we expect our parents to inform us of any changes in family circumstances, which may give rise to uncharacteristic behaviours.

Formal monitoring of our Behaviour Policy will take place at regular intervals in each school and at least once a term through the analysis of CPOMS and other data. Each school will ask parents and carers, as well as pupils, for their thoughts and concerns at least once per year.

Appendix II identifies the daily system that all children will follow. Modifications of this flow chart will take place with school practices such e.g. SEND

Feedback books will record relevant information as determined by the class teacher to inform provision on a case by case basis. CPOMS will record more serious issues within the behaviour category.

Governor in charge of behaviour will monitor behaviour incidents. Every governing body meeting has a standing agenda item on behaviour to ensure that the governing body are fully informed. Trends are reported to governors to advise on the strategic response schools have in line with this policy.

The standard of behaviour in and around school will be raised as an agenda item for all Leadership Team and other age phase team/ staff meetings, as necessary.

RESOURCES

The school allocates resources in the following manner:

- Annual budgeting strategically allocates resources for the current needs of the school, this includes a half termly review of resources to meet the half termly needs of the children.
- Leadership release time to review and evaluate behaviour in school and make recommendations.
- Resources allocated to fulfil school improvement objectives with regards to behaviour.
- Day to day adjustments in response to ongoing needs of the individual i.e. responses to pupil voice.

REVIEW AND THE ROLE OF THE CEO (CHIEF EXECUTIVE OFFICER) AND TRUST

This policy is monitored on a day-to-day basis by the Head teacher, who reports to Governors about the effectiveness of the policy as a standard agenda item termly. A governor with responsibility for behaviour, safeguarding and attendance plans link governor meetings termly to evaluate effectiveness of this policy in practice.

Information for monitoring and review purposes is gathered from talking with children, both formally and informally, from parents' communications and from staff observations and reporting.

The CEO will ensure through fortnightly meetings the impact of this policy, that includes consideration of the frequency and nature of bullying and behaviour in general. Key issues will be reported to the CEO.

The CEO will act to ensure that the Policy is followed in each Trust School.

NOTE:

This Policy was developed by the staff and Governors of Errington Primary School in consultation with parents, in accordance with sections 2 and 3 of the Education Act 1997. It was written in September 2021 and revised in March 2024 in response to DFE Behaviour in schools guidance September 2022.

The most recent review was in February 2026.



Behaviour Policy overview

How Will Staff Behave?

1. Staff will respect all pupils, parents, visitors and members of the community.
2. Staff will be ready, organised and prepared to teach the children at Errington Primary School.
3. Staff will keep children and adults safe.

Our School Rules

Be kind
Be ready
Be curious

Key Routines

1. Walk sensibly and quietly, in single file, being considerate of others. Sit silently in assembly.
2. In the classroom, track the adult who is speaking, actively engage in learning, keep your hands free. (SEN modifications)
3. Line up in single file, face the direction of travel and walk sensibly and quietly.
4. When the whistle blows at playtime and lunchtime, stand still and then walk to your line when directed.

Every child's potential for intellectual, creative, physical, moral, spiritual and social development is enhanced by the quality of experience offered by our school.

All staff, everyday

1. Staff will consistently model our school rules: be kind, be ready, be curious
2. Staff will greet pupils when they are entering the school building/classroom.
3. Stop Signal – Raise one hand.
4. Listen to our pupils.
5. Praise children who demonstrate behaviours that are representative of our school rules.
6. Consistently follow the steps in the behaviour policy.
7. We will always look for the positives and create a positive ethos throughout school.

Rewarding Positive Behaviour Choices

- Verbal Praise.
- Awarded house points, stickers etc.
- Class Dojo to Parents.
- Awarded an Endeavour and Excellence.
- Presented with a Head Teacher's Awards.

Stepped Sanctions

1. Redirection
2. Reminder
3. Warning (2 mins of playtime missed to discuss behaviour)
4. Time out – 5 minutes in class
5. Time out – rest of session in link classroom
6. Behaviour referred to SLT

Persistent poor behaviour may lead to an internal exclusion or a fixed term exclusion. In severe cases, a permanent exclusion will occur.

Behaviour Pathway Script

The staff at Errington Primary School will follow the Behaviour Pathway when faced with behaviour which does not meet the expected standard.

1. Redirection
2. Reminder
3. Warning (2 mins of playtime missed to discuss behaviour)
4. Time out – 5 minutes in class
5. Time out – rest of session in link classroom
6. Behaviour referred to SLT

Steps:	Actions:
<p>Learners are held responsible for their behaviour.</p> <p>Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct.</p>	
1) Redirection	<p>Talk to the child.</p> <p><i>I noticed that you chose to (Behaviour).</i></p> <p><i>Remember that you need to follow the three school rules. You now have the chance to make a better choice. Thank you for listening.</i></p> <p>Walk away and do not engage in any responses.</p>
2) Reminder	<p><i>I noticed that you chose to (Behaviour). This is the second time I have spoken to you. This is a reminder that you need to follow the three school rules. Remember when you (previous example of positive behaviour). You now have the chance to make a better choice. Thank you for listening.</i></p> <p>Walk away and do not engage in any responses.</p>
3) Warning	<p><i>I have noticed that you are continuing to (Behaviour). You need to speak to me at the end of the lesson about your behaviour. This is a warning and if you continue with this behaviour you will need to take a time out.</i></p> <p>Walk away and do not engage in any responses.</p>
4) Time out – 5 minutes in class	<p><i>I have noticed that you have chosen to (Behaviour). You need to have a time out in (Designated area). I liked it when you (previous positive behaviour). I will come and speak to you about your behaviour at the end of the lesson.</i> Walk away and do not engage in any responses.</p>
5) Time out – rest of session in link classroom	<p><i>I have noticed that you have chosen to (Behaviour). You now need to take a time out away from class.</i> Instruct the child where the timeout will take place and with who, provide work for the child to complete. <i>I will come and speak to you later.</i></p> <p>Time out of class will be completed in the link classroom.</p> <p>Parents must be informed by SLT/Headteacher – CPOMS recording</p>
6) Behaviour referred to SLT	<p><i>I have noticed that you have chosen to (Behaviour). I will now need to ask for a member of SLT to speak to you.</i> Time out of class will be completed with a member of the SLT. Parents must be informed by SLT/Headteacher – CPOMS recording</p>
<p>Persistent poor behaviour may lead to an in-school internal exclusion or a fixed term suspension. In severe cases, a permanent exclusion will occur.</p>	

Encourage Positive Behaviours

- Praise the children for demonstrating our STAR Values and reward them with a 'Diner of the week' token. Explain to the child what they have received the ticket for in order to reinforce the positive behaviour.
- Build positive relationships with the children and use positive language.
- Stay calm in every situation and be a good listener.
- Know and reinforce the school rules (Be kind, Be Ready, Be Curious).
- Encourage the children to help you with jobs or other little roles.
- Show an interest in them and build a mutual respect.
- Participate in games with the children.
- Encourage the children to join in with organised games run by the Play Leaders or PE staff.



Reminder: 'Stop and Tell the Hand'

1. **Ignore** - Do not respond to a rise.
2. **Walk Away** - Remove yourself from a situation you don't like.
3. **Talk Friendly** - E.g. 'Please don't say that.'
4. **Talk Firmly** - E.g. 'I REALLY don't like you doing that!'
5. **Tell an Adult** - Tell an adult on duty if other steps have been exhausted.



For minor conflicts and disputes (such as pupil disagreements, friendship issues, name calling, etc.), ask the child if they have followed the 'Stop and Tell the Hand' advice. Encourage the child to go and do this. This will allow the pupils a chance to resolve conflicts themselves.

- If needed, support this by asking questions e.g.
 - 'What have you done to try and solve this?'
 - 'How do you think you could compromise?'
 - 'What do you think you should do next?'
 - 'Can you find another game to play?'
- Children return to play with very little adult input required.

*These incidents that have been resolved do not need to be passed on to the year group staff.

Warning: Reminder of School Rules

- If the child has followed 'The Stop and Tell the Hand' advice and the minor conflict is not resolved then they may need an adult to de-escalate the matter (e.g. several children come to you saying, "It wasn't me, he was doing it too!") Don't enter into a debate with the children and remain calm, always using a calm voice.
- Give the children an opportunity to speak separately and remove any audience/groups of children who have gathered. If needed, give the child/children a reminder about the behaviour you expect to see, reminding them of the school rules.
- Remind the children involved that the adults on the yard will continue to monitor the situation to make sure the school rules are followed.
- In some cases, the child might benefit from you asking them to support you with a job, or it might be best to encourage them to join in with organised games run by the PE staff or Play Leaders to remove them from a situation that may escalate.

Be kind

Be ready

Be curious

*These incidents that have been resolved do not need to be passed on to the year group staff.

Time Out: Approximately 5-10mins

If the behaviour continues, then the child must walk around quietly with an adult to give them time to calm down and think about their behaviour.

- After 5-10mins, speak to the child and give them two choices:
 - Re-join the children playing sensibly following the school rules
 - Or
 - Take some more time and continue to stand/walk with the adult

*These incidents need to be passed on to the year group staff on the yard.

*This member of staff will pass on the information to the class teacher.

Major incident/behaviours or
not responding to above intervention

Escalation: Child Sent to SLT

- For any inappropriate behaviour (e.g. physical, violence, safeguarding concerns, etc.) or for a child who has not responded to the above interventions (e.g. time out) then this child must be removed from the playground and sent to a member of SLT.
- Child completes a reflection form with a senior member of staff.
- If there are repeated issues or for more serious incidents, teachers will inform parents/carers and the child will miss the following lunchtime. SLT may consider alternating playgrounds for a short period of time to avoid any further conflicts between certain peers.

*These incidents need to be passed on to year group staff on the yard.

*This member of staff will pass on the information to the class teacher.

Guidance for identified children

- Please ensure you follow specific guidance from class teachers for identified children. This guidance may include all incidents being reported to year group staff whether minor or otherwise or removing a child from the playground immediately if an incident occurs.

Appendix IV

This policy must be read in conjunction with:

Use of reasonable force in schools.

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Keeping children safe in education 2023

https://assets.publishing.service.gov.uk/media/64f0a68ea78c5f000dc6f3b2/Keeping_children_safe_in_education_2023.pdf

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

<https://www.gov.uk/government/publications/school-exclusion>

Child on child abuse

<https://www.erringtonprimary.co.uk/wp-content/uploads/2023/12/SF-Child-on-Child-Policy-2023-amended-done.pdf>

SEND policy

School uniform policy

Staff behaviour and code of conduct

Mental health and behaviour in schools

https://assets.publishing.service.gov.uk/media/625ee6148fa8f54a8bb65ba9/Mental_health_and_behaviour_in_schools.pdf

Anti-bullying policy

<https://www.erringtonprimary.co.uk/wp-content/uploads/2023/12/Anti-bullying-policy-1.pdf>